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ABSTRACT

Nearly 15 percent of the high school diplomas issued in the United States in 1981 were based upon performance on the Tests of General Educational Development (GED). The purpose of this study is to describe: (1) the ways that adults prepare for the test; (2) the test performance of population sub-groups, and (3) the test candidates employment and educational outcomes 18 months later. Approximately 80 percent of the candidates prepared in some way for the test. In comparing those who prepared and those who did not prepare in any way, there are significant differences on age, gender, highest grade completed, and race. Performance on the test is significantly related to: highest grade completed, grades while in school, reason for taking the GED test, race, and reason for leaving school. Test scores are not significantly related to age and gender. In addition to the 71 percent who passed the test initially, another 15 percent did so in the subsequent 18 months. About half of the sample indicated that the test helped them qualify for a job. Nearly half the group either are students or have been students in the 18 months following the test. GED candidates typically become students in two-year colleges and on the job training programs. (Author/PN)

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A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes[a,b]

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TM 830 324

ABSTRACT

Nearly 15% of the high school diplomas issued in this country in 1981 were based upon performance on the Tests of General Educational Development (GED). The purpose of this study is to describe: 1) the ways that adults prepare for the test, 2) the test performance of population sub-groups, and 3) the test candidates employment and educational outcomes 18 months later. A national sample of GED testing centers were identified and used to collect data from GED candidates. The final sample of 13,000 candidates provided information on preparation, personal, and demographic characteristics. Results related to purposes 1 and 2 above are based on these data. Of these 13,000 candidates, 10,000 agreed to participate in a follow-up survey. A follow-up was conducted 18 months later on a 20% sample of this group. Results related to the third purpose are based on these data.

Approximately 80% of the candidates prepared in some way for the test. In comparing those who prepared and those who did not prepare in any way, there are significant differences on the following characteristics: age, gender, highest grade completed, and race. Performance of the test is significantly related to: highest grade completed, grades while in school, reason for taking the GED test, race, and reason for leaving school. Test scores are not significantly related to age and gender. In addition to the 71% who passed the test initially, another 15% did so in the subsequent 18 months. About half of the sample indicated that the test helped them qualify for a job. Nearly half of the group either are students or have been students in the 18 months following the test. GED candidates typically become students in two-year colleges and on-the-job training programs as opposed to four year colleges. Over 75 percent plan to participate in some kind of educational program in the future. The respondents were extremely positive about their GED experience (e.g., over 95% would take the tests over again).

The study represents the first nationally representative, systematic data collection activity done on this major adult education enterprise. As such, the results should be useful in helping practitioners, policymakers, and researchers to better understand and evaluate the GED Testing Program.

Background of the Study

The completion of high school is an important indicator of attainment in the structure of the American educational system. As such, the high school credential serves notice that an individual possesses certain knowledge and skills necessary to employment and further education. The estimates of the number of persons 16 years and older who have not completed high school and are not in school ranges from 45 to 70 million (Development Associates, 1980, p. 80). An estimate made by the U.S. Bureau of Labor Statistics in 1976 showed that 38 percent of those 16 and over (57.65 million) fit this definition (Hunter and Harman, 1979, p. 28). Regardless of the exact number, each year about 25 percent of 17 and 18 year olds do not complete high school with their age cohort. In 1980 alone, over 1 million persons did not complete high school with their cohort (NCES, 1982, p. 18).

Two major national social programs exist to work with this population -- a government funded instructional program and a privately sponsored testing program. While there is no organizational connection between the two and their purposes overlap only somewhat, the programs are related as discussed below.

Most literacy instruction is funded by the federal Adult Education Act which has its origins in the anti-poverty programs of the early 1960's. In 1980, $100 million was appropriated and almost 2.2 million adults were served by this program. Detailed information on the history and purposes of this program can be found in a report by Development Associates (1980). While there are a few instructional programs which award high school diplomas, the vast majority do not award any sort of high school completion certification. Rather, they are solely instructional programs. There have been several

in-depth evaluations of this major social program (Development Associates, 1980; Hunter and Harman, 1979; Mezirow, Darkenwald, and Knox, 1975).

The General Educational Development Testing program (GED) also attempts to serve the less than high school educated adult. This test was developed in 1942 by the examination staff of the United States Armed Forces Institute to measure the major and lasting outcomes generally thought to be associated with four years of high school instruction. Since 1945 the testing program has been administered through The American Council on Education. Detailed information on the history, purposes, and structure of the GED test can be found in a report by Patience and Whitney (1982). In 1980, over 800,000 people were tested at almost 2800 testing sites. Approximately 500,000 high school equivalency certificates were issued based on their GED test scores (GED Testing Service, 1981).

Because there is no clearly defined curriculum or set of outcomes in the instructional programs described above, many programs are shaped and organized to help adults pass the GED test. In fact, the most frequently reported reason for enrollment in these programs is the desire to gain a high school credential by passing the GED test. In a recent study nearly half (46.2%) of respondents in a national survey gave this as a reason for their enrollment (Development Associates, 1980, p. 190). Thus, while the GED program is important in its own right, it also plays a central role in the national system of literacy programs.

From its beginnings as a small program to help veterans whose education was interrupted by military service, the GED program has continued to grow. By 1972, nearly 249,000 certificates were issued (GED Testing Service, 1981). There were just over 3 million high school graduates that year (NCES, 1982,

p. 18); thus, GED certificates composed 7.6% of all high school credentials issued in 1972. Nine years later (1981), the number of GED certificates had more than doubled to 504,435 (GED Testing Service, 1982). Meanwhile, the number of high school graduates peaked in 1977 and began a projected 15 year decline. There were about the same number of high school graduates in 1981 as in 1972 so that the proportion of GED certificates rose to 14.3 percent in that year (NCES, 1982, p. 18).

In the 1980's, the GED program should become an even more common way to earn a high school credential because of two factors. First, the number of high school graduates will probably decline until the early 1990's (NCES, 1982, p. 18). In 1990, the National Center for Educational Statistics projects that there will be about 2,444,000 high school graduates. Since this age cohort has already been born, this estimate is fairly accurate. We can be less certain about the second part of the equation, the number of GED credentials which will be earned in 1990. For comparative purposes, 3 estimates are presented. Assuming no increase in the nine year period from 1981 to 1990, GED certificates will make up 17.1 percent of the total. Assuming the same percentage increase as was seen the the 1972-1981 period would result in 1,020,000 GED certificates or 29.4 percent of the total. Assuming only half of this increase would result in 762,000 GED certificates or 23.8 percent of all high school credentials issued in 1990. Therefore, by 1990, it is almost certain that GED certificates will compose over 20 percent, and possibly 30 percent, of all high school credentials issued in this country.

There are four reasons to undertake a national study of the GED program. First, the program is the major way adults have to complete their high school education. Second, the program has a major impact on the design and

organization of the national system of literacy instruction for adults. Both of these reasons relate to the importance of the GED within the field of adult education. Third, the GED program will become an increasingly more important social program during this decade and should come to the attention of more public school educators, employers, and postsecondary educational institutions. Finally, there has been no previous national study of GED candidates. For all of these reasons, descriptive and analytical information is needed about the program.

This study presents a snapshot of a nationally representative group of GED candidates and what changes occurred to them as a result of receiving the GED certificate. The three purposes of this study are to describe and analyze: 1) the ways adults prepare for the GED test; 2) the GED test performance of population sub-groups; and 3) the candidates employment and educational outcomes 18 months later.

Sample Selection and Data Collection

The first part of this section describes the selection of the sample and the data collection process related to the first two purposes of the study, the preparation and performance of GED candidates. The second part describes the sample selection and data collection process used for the 18 month follow-up survey of educational and employment outcomes.

During April and May of 1980, the GED Testing Service conducted a survey of a nationally representative sample of GED candidates. This survey, which was completed by candidates at the time they were taking the GED test, focused on the candidates' personal characteristics and the ways they prepared for the test. The population for this study was all GED Testing Centers

in the United States which were operating in April and May of 1980. A ten percent random sample (N=229) of testing centers were involved in this study. Testing supervisors at these 229 centers asked all candidates who took one or more of the tests in the GED battery during April and May of 1980 to complete the questionnaire. This data collection process resulted in usable responses from 12,646 GED test candidates. A GED Testing Service Report (Malizio and Whitney, 1981) describes these data collection procedures in greater detail and the characteistics of these GED test candidates.

For the purposes of this study, a random sample of 3341 (26.4%) candidates were selected from the 12,646. A magnetic tape containing the questionnaire data and the GED test scores for these 3341 candidates was given to the author by the GED Testing Service. The sample was used rather than the entire population for the purpose of reducing the high computing costs of working with over 12,000 cases. It was expected that the sample of 3341 could also be used to provide results generalizable to the national population of GED candidates because of the random selection techniques used to construct the sample. A comparison of the characteristics (e.g., age, sex) of the sample and the population showed no substantial differences. It is appropriate, then, to generalize the results in this report to the national population of GED candidates.

At the time of the original survey 9530 candidates (75.4%) indicated that they would be willing to participate in a follow-up survey. A comparison was made by the GED Testing Service of those who agreed and did not agree to participate in the follow-up study on the variables of age, gender, occupation, and GED test performance. The differences on the four variables were statistically significant. However, given the large sample size, almost

any difference would be statistically significant. A more meaningful question is whether these differences are substantial enough to have any appreciable effect on the variables being addressed in the study, educational and employment outcomes. The comparisons are as follows:

* women agreed to participate more than men (75% vs. 68%);
* those passing the GED test agreed to participate at a higher rate than those who failed (74% vs. 72%);
* the occupational categories had participation rates between 72 and 78%; and
* those who agreed to participate were older (25.8 vs. 23.9 years).

To this author these differences do not seem substantial, particularly for the variable (GED test performance) which might have the greatest effect on the outcomes of interest.

In October, 1981 a 20 percent random sample (1906 candidates) of those who agreed to participate was selected for the follow-up survey. A questionnaire was mailed to these 1906 candidates in October, 1981 and a reminder was mailed in November, 1981. These mailings produced 458 usable surveys, a 24 percent response rate. However, 351 surveys were returned as undeliverable because people had moved and left no forwarding address. This gives an adjusted response rate of 29.5 percent.

A comparison was made between those who responded (N=458) and those who did not respond (N=1448) on a number of characteristics. Respondents were not statistically significantly different from non-respondents with respect to race, reported grades in previous schooling, and their preparation for the test. The difference in highest grade completed was higher for non-respondents (9.9 years) than respondents (9.7 years) at a statistically

significant level. Respondents were older (29 vs. 24 years), had higher GED test scores (245 vs. 237) and were more likely to be female (69% vs. 57%) than non-respondents. While these differences were statistically significant, they do not appear large enough to warrant treating the respondents as a unique group. However, the differences may be large enough to apply some caution in attempting to generalize these results to the sample of 1906 candidates.

Preparation for the GED Test

The results in this section are based on the data collected in the 1980 survey of GED candidates about their ways and amount of preparation for the test. The first part of the section focuses on the ways adults prepare for the GED test and the amount of time they spend in preparation. The second part describes how those who prepare are different from those who do not prepare.

There were 10 questions on the survey related to the types of preparation in which one could have engaged. Six questions dealt with classroom instruction in six areas (e.g., reading, math). The other four asked if the respondent studied from a book or manual, took the GED practice test, worked with a tutor, or viewed GED instruction on television. While there may conceivably be other ways to prepare, it is believed that these types are the most common and probably account for almost all preparation. The operational definition of preparation, then, is the use of any one of the ten ways of preparing. Using this definition 80 percent (2673) candidates prepared for the GED test.

Insert Table 1 about here

As shown in Table 1, classroom instruction was the predominant form of preparation. Slightly more than half of all GED candidates used classroom instruction to prepare. Almost one-quater of all candidates who prepared studied from a book or manual, presumably alone since they did not participate in classroom instruction.

Insert Table 2 about here

Of all those who prepared (Table 2), about 20 percent spent fewer than 10 hours and about 18 percent spent 100 hours or more.

Insert Table 3 about here

The results in Table 3 show the relative participation rates of various subgroups of the sample: women are much more likely to prepare than men; older adults are somewhat more likely to prepare than the youngest sub-group (15-18 years); blacks are more likely to prepare than whites; and those with 8 or fewer years of schooling are more likely to prepare than those with 11 years of school completed.

Performance on the GED Test

In the results presented below, GED total test score is used rather than scores on the five sub-tests to describe GED test performance. The two reasons for this are that the results can be presented in a much more compact way and there is a high intercorrelation among the sub-test scores and the total test score. The correlation between the total test score and the sub-tests are: writing skills (r=.86), social studies (r=.90), science (r=.89), reading skills (r=.88), math (r=.81). The average test score for this sample is 234 with a minimum of 114 and a maximum of 351. Since there are six

different state level requirements currently being used to determine passing, it is not possible to know what percent of this sample passed the test. However, in 1980 70.8 percent of all GED test candidates received scores which qualified them for a high school equivalency certificate.

The relationship between GED test performance and a variety of personal and instructional variables was determined using analysis of variance. Given the large sample size, a difference of three points in two-level variables was significant at the .05 level. This amount of difference is not substantial enough to be of any practical significance. Thus, for the purposes of this study, the amount of variance accounted for by the independent variable in GED test performance is used as the criterion of significance.

For most of the instruction variables, those who did not prepare performed better than those who did at a statistically significant level. However, each of the instruction variables accounted for less than one percent of the variance in GED test performance. These variables include:

1. Any classroom instruction
2. Use of a tutor
3. Receiving instruction from television
4. Number of hours of preparation
5. Any preparation.

These results are not related to the question of whether candidates increased their skills and knowledge through preparation. It would be incorrect to draw any conclusions about the effectiveness of instruction because we have no knowledge of the candidates' abilities before they began instruction and how that group compared to those who chose not to prepare for the test. Thus, the only conclusion that should be drawn from these results is that knowing

whether a candidate prepared for the test does not help in predicting their test performance.

Insert Table 4 about here

The results in Table 4 show men and women do equally well on the test. Only 8.63 points separate the lowest and highest scoring age sub-groups. This is consistent with the result showing that age accounts for less than one percent of the variance in test performance. It seems appropriate to conclude that age is not a determinant of test performance. The same cannot be concluded for race, where whites outperform hispanics by nearly 28 points and blacks by over 30 points. The years of schooling completed by the candidate also is related to test performance. Those who completed 10 or 11 years scored 28 points higher than those with 7 or fewer years completed. There is a direct, though somewhat weak, association between test performance and grades achieved in prior schooling, with those who did well in school also performing well on the test.

Insert Table 5 about here

Table 5 was constructed in order to determine the overall impact which candidates' personal characteristics have on test performance. All of the variables which accounted for greater than one percent of the variance in GED test scores were entered into a regression analysis in the order of the magnitude of their individual association with test performance. The variables which did not meet the one percent criterion were gender, age, and type of job. Since many of these variables are interrelated, stepwise regression was used because it eliminates the variance accounted for by all of the previous variables in the analysis when computing the effect of any variable.

The five personal characteristics used in the analysis account for slightly over 21 percent of the varience in GED test scores with race accounting for over half of this total. The specific effects of race, grades, and schooling were shown in Table 4. The fourth variable is the candidate's reason for having left school. Those who left school because it was not challenging ($\bar{x}$ = 256) scored 28 points higher than those who left because they were doing poorly ($\bar{x}$ = 228). For a number of other reasons, candidates' scores range between these extremes (e.g., had to work = 230). The final variable is the candidate's reason for taking the GED test. Those who take the test for their own personal satisfaction ($\bar{x}$ = 246) scored 25 points higher than those who are taking the test to fulfill a present job requirement ($\bar{x}$ = 221). Other reasons for taking the test include needing the high school credential for admission to an educational institution ($\bar{x}$ = 242) and for a future job requirement ($\bar{x}$ = 234).

Educational and Employment Outcomes

This section reports findings for those who received the high school equivalency credential at some point during the 18 months between April 1980 and October 1981. Of the 458 respondents to the follow-up survey, 383 (86%) passed the test. The percent of candidates (71%) passing the test at the time of the initial survey (April-May 1980) is very similar to the percent of all GED candidates who passed the test in 1980 (70.6%). An additional 15 percent passed the test during the time between the initial survey and the follow-up survey. Because some people did not answer every item, in each case the total number of responses is fewer than 383.

Insert Table 6 about here

Table 6 shows candidate expectations and actual outcomes of having received the high school credential. There was a relatively low expectation of how the credential would help in the candidates' current job -- ranging from 22 percent who expected the credential to help them keep their job to 32 percent who expected to obtain a job promotion. The actual outcomes were uniformly lower ranging from 16 to 20 percent. In contrast to these results, 75 percent of candidates take the test with the expectation that it will help them qualify for a new job. Actually, 52% of the candidates qualified for a new job as a result of passing the test. Table 6 also shows that more candidates expected the test to help them be admitted to an educational institution (73%) than to an on-the-job training program (52%). Actually, 51 percent were admitted to an educational institution.

Insert Tables 7, 8, and 9 about here

As shown in Table 7, about 45 percent of the respondents were students in some type of educational program during the 18 months following the initial survey. The data in Table 8 show that community and junior colleges were the institutions where these people enrolled most often. As shown in Table 9, the respondents' educational plans are even greater than their current attendance as over 75 percent (289/383) plan to attend some sort of educational program in the future.

Conclusions and Implications

Previous research has shown that participants in adult literacy classes are typically enrolled for relatively short periods of time. For example, a study by Development Associates (1980) on a national sample found only about one-third of those participating in a course had been enrolled also the previous

year. The results of the research reported herein is consistent with those previous findings. In general, GED candidates have not been in long-term preparation for the test. About 20 percent of candidates take the test with no preparation and another 50 percent prepare for fewer than 50 hours. For those candidates who use formal classes to prepare, as does just over half the population, 50 hours would translate into a semester or less of instruction (Mezirow, et al., 1975, p. 72). These data are consistent, then, with the view that the GED certificate is a rather short-term goal for most candidates.

Except for race, candidates' personal characteristics are not strong predictors of test performance. These results should be encouraging to the GED Testing Service which provides the following rationale for the GED test (Malizio and Whitney, 1981, p.1):

> For a variety of reasons, many adults have not completed a regular high school program of instruction. This does not mean, however, that their educational growth and experiences ceased upon leaving school. Many persons make considerable educational progress through a variety of experiences encountered in everyday life. It is the purpose of the General Educational Development Testing Service (GEDTS) to provide a means by which learning acquired from such educational experiences can be evaluated and recognized.

In light of this rationale, the relatively low level of relationships between GED test performance and years of school completed, grades while in

school, and age are particularly noteworthy. These results are consistent with the view that the GED is measuring long term outcomes rather than specific course content and that it recognizes learning which occurs after having left the formal schooling process.

While race has a fairly substantial relationship with test performance, we need to seek explanations. Previous research (Cervero and Cunningham, 1977) found that differential levels of reading ability between whites and blacks account for most of the differences in GED test performance of those two sub-groups. Many would argue that the results of this study show that the GED test is biased against the non-white population. This author would argue, however, that the results are an accurate reflection of the true population sub-group differences on the important dimensions of the test (e.g., reading and mathematics). These differences are seen in elementary school and high school and there is no reason to believe they do not exist in adulthood. The GED test simply extends the length of time one has to complete the schooling process, it does not change the outcomes which are valued.

The GED credential is viewed primarily as a way of "moving up" in the system. About 75 percent want to use the credential for future employment opportunities. In fact, over half of the respondents reported obtaining a new job and almost half were students during the 18 months after they took the test. About 75 percent plan to participate in educational programs in the future. While about 25 percent of candidates take the test for their own personal satisfaction (Malizio and Whitney, 1981, p. 26), most candidates plan to use the credential for utilitarian purposes and most find that their expectations are met.

The GED testing program is becoming an increasingly important dimension of the educational system in this country. In a society which places a premium on educational credentials, the program provides a second chance to those who did not complete high school during what is considered the "normal" timeframe. Without this program, the educational system would be unforgiving to those who made an earlier choice to leave school or who were forced to leave school by circumstances beyond their control.

By 1990, over 20 percent of high school diplomas will be GED credentials, half of those who take the test prepare in formal instructional programs, and well over half of GED graduates go on for further education and new employment. Those seeking funds to operate literacy programs should be able to use these results to aid their efforts. These people include local program directors and state and federal education personnel who seek funds through foundations, school districts, and state and federal legislators. Local and state studies which replicate this study may also be helpful in the quest to increase the opportunities for adults seeking to complete their high school education.

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TABLE 1

Types of Preparation for the GED Test

Type	Number	Percent of total Sample (N=3341)	Percent of total Who prepared (N=2673)
Classroom instruction	1718[a]	51.42	64.27
No classroom instruction but[b]:			
Studied from a book or manual	619	18.53	23.16
Took official GED practice test	271	8.11	10.14
Worked with an individual tutor	62	1.86	2.32
Viewed GED instruction on television	25	0.75	0.94
Total	2695	80.67	100.83

[a]These people may have engaged also in the other methods of preparation.

[b]Multiple responses among these four types of preparation account for a total (N=2695) in this column greater than the total number who prepared (N=2673).

TABLE 2

Number of Hours Spent Preparing for the GED Test

Number of Hours	All who prepared[a]		Classroom Instruction[a]	
	Number	Percent	Number	Percent
1-9	406	19.55	135	10.32
10-24	485	23.35	262	20.03
25-49	417	20.08	287	21.94
50-99	394	18.97	313	23.93
100 or more	375	18.05	311	23.78
Total	2077	100.00	1308	100.00

[a]Since not everyone responded to the question regarding number of hours prepared the totals reported are less than all who prepared (N=2673) and those who had classroom instruction (N=1718).

TABLE 3

Comparison of Those Who Did/Did Not Prepare for the GED Test and Selected Personal Characteristics

Personal Characteristic	Preparation N	Preparation %	No Preparation N	No Preparation %	Total N	Total %
Gender						
Female	1617	83.96	309	16.04	1926	100.00
Male	1053	74.73	356	25.27	1409	100.00
Age						
15-18	752	76.19	235	23.81	987	100.00
19-22	649	79.34	169	20.66	818	100.00
23-29	487	83.53	96	16.47	583	100.00
30-39	433	81.70	97	18.30	530	100.00
40 and over	278	83.23	56	16.77	334	100.00
Race						
White	1784	78.18	498	21.82	2282	100.00
Black	495	87.30	72	12.70	567	100.00
Hispanic	126	83.44	25	16.56	151	100.00
Other	146	80.66	35	19.34	181	100.00
Years of Schooling						
7 or fewer	109	90.83	11	9.17	120	100.00
8	275	87.58	39	12.42	314	100.00
9	563	84.66	102	15.34	665	100.00
10	824	80.47	200	19.53	1024	100.00
11	772	75.02	257	24.98	1029	100.00
12	92	73.02	34	26.98	126	100.00

TABLE 4

Mean Differences in GED Total Score By Selected Personal Characteristics

Personal Characteristic	Number	Mean	Standard Deviation
Gender (F=1.05, p > .05)			
Female	1448	239.38	35.29
Male	1026	237.87	37.48
Total	2774	238.76	--
Age (F=3.97, p=.0032)			
15-18	746	240.58	36.53
19-22	595	234.92	36.04
23-29	441	239.14	34.36
30-39	386	243.55	35.69
40 and over	243	237.13	37.54
Total	2411	239.05	--
Race (F=101.97, p < .0001)			
White	1781	246.82	34.08
Other	116	230.16	37.54
Hispanic	83	218.98	30.14
Black	379	216.28	30.35
Total	2359	240.11	--

Years of Schooling (F=11.50, p. < .001)	Number	Mean	Standard Deviation	Years of Schooling	Number	Mean	Standard Deviation
6 or fewer	22	216.45	36.79	10	752	242.04	37.44
7	56	214.30	30.29	11	774	243.72	36.43
8	231	231.30	29.82	12	96	233.77	33.87
9	498	237.06	34.76	Total	2429	239.34	--

Grades in School (F=7.59, p < .0001)	Number	Mean	Standard Deviation	Grades in School	Number	Mean	Standard Deviation
A	51	254.33	51.95	C	624	239.15	33.62
A/B	210	248.86	42.52	C/D	370	232.79	33.46
B	313	242.52	39.26	D	120	228.00	35.99
B/C	694	240.25	32.87	D/F	37	231.84	39.79
				Total	2419	239.43	--

TABLE 5

Percent of Variance Accounted for in GED Total Score by Selected Personal Characteristics

Personal Characteristic	F	P	Cumulative R^2	Change in R^2
Race	101.97	.0001	.1150	.1150
Grades in School	14.25	.0001	.1482	.0332
Years of Schooling	12.45	.0001	.1744	.0262
Reason for taking the GED	9.45	.0001	.1879	.0135
Reason for leaving school	7.32	.0001	.2126	.0247

TABLE 6

Expectation and Outcomes of Respondents Passing the GED Test

Regarding Employment and Training

	N[a]	Expectation[b] % yes Before	Outcome[c] % yes After
Keep your job	152	22	16
Get a job promotion	158	32	20
Get a salary increase	154	31	19
Qualify for a job	192	75	52
Be admitted to apprenticeship or on-the-job training program	225	52	24
Be admitted to an educational institution	255	73	51

[a] Number of persons responding either "yes" or "no" to each item.

[b] Based on the follow-up survey question: "Before you took the tests, did you expect taking the tests would help you to ...?"

[c] Based on the follow-up survey question: "Has Taking the Tests helped you to ...?" The percentages in this column also include about 4-7 persons who originally did not expect that taking the GED Tests would help them but reported, in fact, taking the tests did help them in the way stated.

TABLE 7

Student Status of Respondents Passing the GED Tests

Status	Number	Percent	Percent[a]
Currently a full-time student	42	11	24
Currently a part-time student	47	12	27
Has been a student since taking the tests but is not currently	85	22	49
Have not participated in any educational or training program since taking the tests	207	54	--
Total	381	100	

[a] Based on the persons who either were students at some time between Spring 1980 and October 1981.

TABLE 8

Type of Educational Programs in Which Respondents Passing the GED Tests Have Participated in Since Taking the Tests

	Number[a]	% of Enrollments[b]	Percent[c]
Community or junior college	71	35	19
Four year college or university	16	8	4
Technical School	44	22	11
Trade School	25	12	7
Apprenticeship or on-the-job training	33	16	9
Other	14	7	4
Total	203		

[a] Multiple responses were permitted.

[b] Based on those persons who have participated (n=203).

[c] Based on those persons who passed the tests (n=383).

TABLE 9

Type of Educational Programs Which Respondents Passing the GED Tests Plan to Attend in the Future

Type	Number[a]	Percent[b]	Percent[c]
Community or junior college	113	30	30
Four year college or university	56	15	15
Technical School	53	14	14
Trade School	58	15	15
Apprenticeship or on-the-job training program	81	21	21
Other	19	5	5
Not planning to attend any educational program	94	25	

[a] Multiple responses were permitted.

[b] Based on those persons who passed the GED Tests (n=383).

[c] Based on the total number of enrollments (n=380).